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ABSTRACT

The third and final year of Project HAPTT (Haitian Parent and Teacher Training), 1983-84, is evaluated in this report. Project HAPTT is a program of training for educators and New York City community members who work with limited English proficient Haitian students in Haitian Creole/French-English bilingual programs. The first part of the paper describes why and how Project HAPTT was established to attack the problems of Haitian students and parents in the New York City public school system. Next, the Project staff is discussed: no staff changes for 1983-84 are reported, and a recommended increase of staff size was not implemented due to the necessity of locating funding. Evaluated next is the College Component of the project, which assists students interested in education in developing a Creole-Haitian concentration. It functioned as successfully as it had previously. The only major shift in emphasis, it is reported, was in the completion of the process of institutionalizing the Project courses. The discussion of the College Component next focuses on the achievement of the 31 students to whom the Project provided guidance. The remainder of the report deals with activities carried out by the Project's Advisory Council and its Parent Component, which disseminates information to Haitian parents. Conferences, workshops, meetings, and interactions with other institutions are also described. The findings of a survey of Haitian students in public and private schools are summarized. The evaluation concludes with recommendations for the Project's funding agency. An appendix includes the agenda and a list of organizers of the Project-sponsored Symposium on Haitian Creole. (KH)

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PROJECT HAPTT

Haitian Parent and Teacher Training Program

Program Evaluation - 3rd Year

Grant #G008102467

FINAL REPORT

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November 30, 1984

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Project HAPTT (Haitian Parent and Teacher Training) began its third and final year of operation under grant # G 008102467 on September 1, 1983. The grant stipulates that a program evaluation be carried out by an outside evaluator for each of the three years of the project. Evaluation is mandated in order to insure compliance with the requirements of the grant.

The evaluator is charged with documenting the activities under the grant and with offering recommendations which, if followed, would facilitate program implementation or improve the overall impact of the project. Broadly speaking, the evaluator was to concern himself with (1) the extent to which project participants apply the theory and methods of their coursework to their classroom and field teaching situations, and (2) the extent to which the project was implemented as designed.

Evaluations for each of the first two years of the project were made and final reports submitted to the appropriate agencies. What follows here comprises the systematic program evaluation of Project HAPTT for the third year of the grant (September 1, 1983 - August 31, 1984).

The findings of this report are based on information gathered from September 1, 1983 to the end of the month of August 1984. The evaluation procedure included: study of the original contract proposal and continuation proposals (1982-83 and 1983-84); review of written records and correspondence; review of minutes of staff meetings and advisory council meetings; interviews with trainees, Project staff, and community members; review of materials prepared; observations of classes, workshops, conference and staff interaction; and all forms of documentation.

Programs Description & Rationale

Project HAPTT (Haitian Parent-Teacher Training) is primarily a program of training for those educators and community members who work or intend to work either directly or indirectly with limited English proficient (LEP) Haitian students in Haitian Creole/French - English bilingual programs. The project as conceived has two major interrelated components, one whose main purpose is to prepare prospective teachers, and the other where activities center on broad training of parents of school-age children, hence the acronym HAPTT.

The project should be seen as a comprehensive effort to attack the problems encountered by Haitian students and Haitian parents in the New York City (NYC) public shcool system. Although the population of Haitian students in NYC schools (both public and parochial) is substantial, the number of programs specifically designed to deal with their problems are still next to non-existent. The need for a program such as Project HAPTT is best understood, indeed underscored, by careful consideration of the following:

- Not more than 15% of students with Haitian linguistic and cultural background receive Title VII services.

- Of the "special" services provided for the students, ESL classes have received the major emphasis.

- Results from these programs for Haitian LEP students, however, are not promising and suggest either that existing programs are not designed to meet the special needs of these students, or that an understanding of the linguistic and cultural factors which might impede normal progress toward academic success have not been made an integral part of the professional training of those now responsible for administering or teaching ESL classes.

- Furthermore, the Haitian population of NYC is expected to increase which would more than likely intensify those educational problems already recognized.

Surely one explanatory factor in the failure of existing programs is that in those schools which enroll the largest number of Haitian-American students there are few professional educators with the requisites to deal with these students. That is, the number of either Creole or French/English speaking teachers in bilingual or ESL programs is very low. Indeed, it has been estimated that "only slightly over 100 persons of Haitian culture are presently employed in NYC schools." This is coumpounded by the fact that it was in 1974 that the last licensing exam for prospective bilingual French/English elementary teachers was given in NYC. Another was announced for 1983 but was not given.

Two exams have been announced for high school levels only for the fall of 1984. They have been scheduled for December 5th. It is significant because it is the first time an exam has been offered for English/Creole. Unfortunately, the exam is only to be given in the areas of biology, general science, and bilingual math.

- One may justifiably conclude, therefore, that the overwhelming number of Haitian students who are in need of services which could and should be provided through bilingual programs are having to do without them.

- The problems of this substantial segment of the student population could easily be rectified through the hiring of more Creole/English speaking professional educators to administer and/or teach in bilingual programs were it not for the fact that the number of those already qualified for such appointments is scant.

Thus, any program designed to meet the needs of Haitian LEP students in the NYC schools through attention to both second-language acquisition and to increasing those pedagogical skills necessary to insure academic success must address itself to the "need to improve the qualifications and to increase the number of professional pedagogical personnel able to participate in Haitian bilingual programs." Recognition of these needs and the desire to address them directly is the raison d'etre for one of the two major components of Project HAPTT.

Moreover, because of the recognized lack of adequate programs and of the amount of time necessary to train sufficient number of qualified professionals to staff such programs, attention must also be paid to the mechanisms of support available to students in their respective homes and communities. A novel aspect to Project HAPTT is just such recognition of the need to provide training to the parents of Haitian students in order that they may in turn provide the support (both emotional and academic) in the environment of the home and the community at large which is lacking in the schools and which, it is argued, will facilitate acclimatization to the American school system and the acquisition of skills necessary to insure normal academic achievement.

When one turns, however, to the home and the community in order to uncover the mechanisms of support necessary, one is struck with a host of issues and problems.

- The problems of the home environment as one conducive to learning are coumpounded by health and nutrition problems due to a variety of causes: inadequate housing, lack of knowledge of the ways and means to facilitate adaptation to a temperate climate, lack of knowledge of uses and preparation of foods new to the diet, and so forth, have all contributed.

- On one level these problems might be seen as due to a reduced or non-existent flow of information. After all, federal and local governmental agencies, as well as the schools, provide free pamphlets and instructional leaflets covering an extraordinarily wide range of topics. The members of this target population, however, exhibit a very high rate of illiteracy and so cannot avail themselves of this "solution". But literacy is not the only problem since that information which is provided by governmental or other agencies is available in either English or Spanish and not in French and Creole.

- What is needed obviously are local community agencies which deal with Haitians and the problems they face in adapting to life in the United States. The number of such viable organizations, at present, totals less than ten.

It is easy to see, therefore, the degree to which the population is removed from the American experience and from those avenues which would allow them to partake in the American social and economic life. Recent evidence on the increase of mental illness among male members of this population (which fits a depressing but common pattern among those immigrant groups most estranged from the American experience, as for example Mexican migrant workers and Hmong refugees), supports not only the conclusion, but underscores the immediate need for a program to address these issues. The monies allocated for the second major component of Project HAPTT were used to address these issues by providing training and assistance to parents of school-age children.

The program, designed as Project HAPTT, is meant to impact the issues underlying the educational experience of Haitian LEPs in a number of ways. The overall goal of the Project is to develop the potential of Haitian immigrants to contribute to their new society through the provision of resources, training, and information necessary to address and ameliorate those needs which underly the means of attaining the benefits offered by formal education. Specifically,

those "persons dealing with LEP children of Haitian background will be better prepared to enter the elementary and secondary school system and function in it more successfully."

"Entering the school system" is defined and understood broadly. That is, the Project is not concerned solely with the training and placement of professionals but with all those involved with the education of Haitian LEP children. Thus, parents will be able to "enter the system" by understanding the process of education in American schools, by supporting the classroom teacher through assistance with homework, by attending teacher-parent conferences, by becoming involved in Parents Associations, and so forth, with the Project's advocacy support as well as returning to school themselves.

The Project, as stated above, is comprised of two components each of which has a major focus culminating in one major activity. These activities, however different, are not distinct but interrelated.

The parent Training component: The purpose of this component, which was alluded to above, is to insure that "parents receive the necessary skills to assist their children in the educational process, and to establish fruitful contacts with schools in their area."

The College Component: For this component the Project has identified and assisted those persons from the Haitian-American community who have an interest in pursuing a career in education. Those who chose to become involved with the Project entered a program of study at CCNY which leads to a B.S. in bilingual education. Those who successfully complete the program will comprise a pool of professional educators specifically qualified to meet the needs of Haitian students in the NYC schools. It should be emphasized that special efforts have been made to recruit parents as students for this component also.

Project Staff

The Project continues to function much as it did during the first year of operation. Staff meetings are held without fail on a biweekly basis wherein problems are discussed, plans made for future activities, and progress on events already "in the works" is reported. The minutes of each staff meeting are typed and distributed to all staff members shortly afterward. The minutes serve, as expected, as an accurate record of the ongoing activities of the staff: tasks assigned, discussions held, problems broached, and follow-up. Thus the overall functioning of the Project and its staff members is monitored through the meetings, and topics and issues raised are not allowed to be dismissed without resolution.

There have been no staff changes during '83-84 at the Project. Such continuity in staffing lends stability to the Project. There was, however, one staffing change just prior to the start of the '83-84 year.

Due to cutbacks in grant funds, one staff position had to be eliminated. After much consideration it was decided to follow the recommendation of Washington and to eliminate the position of Project Coordinator. It was felt that by modifying the job descriptions of the remaining staff, the work of the Coordinator could be carried out. These changes were discussed by the staff and agreed to, given the fact that the Project Director will take over most of that position's responsibilities. The effects of the cut in staff size were minimal. As could be expected, they appeared most directly in the increased demands made on the time of the Project Director.

As regards staffing generally it had been recommended that the Project "investigate the feasibility of additional staffing either through increased funding or through the employment of college work/study students." The Project recognized the need to identify possible sources of funds which would enable

them to address problems of urgent concern to the Haitian-American community but which would require additional manpower if undertaken alone. One such issue was the question of juvenile delinquency (see page 27).

It had been hoped that assistance in the daily tasks of the Project might be provided through the college work/study program. The Project, however, has not had much input into the process of selection of work/study students since they are assigned to the Department of Elementary Education which then assigns them to various offices within the department. Students are normally assigned to tasks or departments solely on the basis of financial need. The Project, however, would be served best by a student proficient in French and Haitian Creole. The Project Director communicated this to the work-study office and they promised to assign students of Haitian background to the Elementary Education Department who in turn can assign them to HAPTT. During the course of the '83-84 year, however, no Haitian Creole/English bilingual students became available.

One other change affecting the staff was the move of the Project Offices to a different location within the new North Academic Center building on the CCNY campus. The new office (NAC 7/311) contained less space for the resource library and tables which the trainees had frequently utilized for special projects or for study, as well as the desks and office equipment necessary for the Project staff. Two smaller indificual offices were then assigned to the Project Director. The move to the new office, since it was within the same building, caused only minor disruptions in the work of the staff.

College Component

This component functioned as the first two years of the grant, that is, it focused on the training of prospective teachers for the B.S. degree in bilingual education. The only major shift in emphasis from the prior two years was in the drive to complete the process of institutionalization before the end of the grant.

This had been accomplished. The School of Education of CCNY will now offer the option of following a program of study in bilingual education in Haitian Creole/ English. These courses developed by Project HAPTT for their trainees are now included in the catalog and offered on a regular basis. In short, the college component, as developed and administered by Project HAPTT over the three years of the grant will continue with funds from CCNY with two major differences:

1. funds will not be provided for the students, and
2. a full time counselor will no longer be available solely for the trainees.

As the college component functioned the same as the previous two years, that is, all activities, objectives, management procedures, and other processes remained the same as reported on in detail in the Final Reports for the first two years of the grant, we will avoid repetition here and report only on some specifics of the '83-84 year.

The grant under which the Project operates provides financial aid to eighteen trainees pursuing the B.S. degree in bilingual education. Recruitment for the Fall Term of the 1983-84 academic year took place in August. There were upwards of twenty-five applications and each applicant was carefully screened by means of a personal interview, written test, and other standard procedures. Those applicants without the necessary requirements were provided information as to existing educational programs (GED, ESL, and so forth) in order to avail themselves of the opportunity to increase their academic skills.

During the '83-84 academic year the Project directly guided 31 students. Twelve were attending full-time, twelve part-time, and seven, for a variety of reasons, were on leave of absence. Of the twelve full-time students, five, or just over 40%, were parents. Of the part-time students, seven, or just over 50% were parents. Of those on leave, just over 70% were parents. These figures

indicate the success the Project has had in recruiting parents to the bilingual degree program at CCNY. Although the 70% parent figure for those on temporary leave seems high, it is to be expected given the demands placed on parents above and beyond the demands of coursework. Many of those on leave remain so for one semester only, taking the leave so as to finish incomplete coursework and not fall further behind. While it might be argued that this is not the best way to get an education, in the absence of large sums of funds, adequate childcare, and a host of other needs, this may be the only feasible way for many.

Of the twelve part-time students, nine are supported by the grant, one is self-supported, one receives assistance from TAP/BEOG and a HAPTT stipend, and one dropped out during the year. One of these students was doing a M.S. degree in Mathematics and will graduate in June '85.

Of the twelve full-time students who began the Fall 83 semester, four graduated in June '84 and three are now student teaching and will graduate in June '85. Graduates are either now working in educational institutions or pursuing further study or both.

During the course of the grant five students graduated of which two, or 40% were parents. HAPTT has been successful not only in preparing students for careers in bilingual education but in recruiting and training parents in the same degree programs. This, of course, was a major stipulation of the grant and as such it has been met.

As near to the beginning of each semester as possible a meeting is held with the HAPTT trainees. The nature of this meeting is one of orientation for new trainees and of update for returning trainees. Taxing as an example the Spring '84 semester, the Trainee's meeting was held on March 2, 1984 and concerned

itself with administrative matters such as bursars receipts, class schedules, and so on; the ongoing cativities of HAPTT: Lyezon, radio programs, Haitian Cultural week; introduction of new trainees; and the involvement of the trainees in the activities of HAPTT: workshops, cultural activities, representation on advisory council, and so forth.

Students in the program have been academically successful, since HAPTT sets and maintains high standards. As of 8/84 the average cumulative grade point average for 17 HAPTT students (only those students for which a complete record of record of grades were available to the evaluator at that time were used) was 2.872. No one was below the 2.00 minimum for graduation as well as the 2.25 required by the School of Education.

The caliber of the students recruited by HAPTT is indicated by the following two examples:

M. Theodore, one of the '84 graduates, in addition to serving as the student representative on the Advisory Council and complete her coursework, among other activities, was awarded <u>two</u> individual awards at commencement. She is a parent of two.

E. Crevecoeur, the first official HAPTT graduate (6/83), served as manager of CCNY's men's and women's track teams for 1982-83, ran track for CCNY during the indoor track season and still managed to graduate <u>cum laude</u>. She continues her studies in bilingual education at Columbia University and Bank Street College. She was recently appointed assistant track coach at CCNY.

While it cannot be said that all of HAPTT's trainees are award winners or track stars, certainly the level of academic achievement, involvement in HAPTT activities both on campus and in the community, and dedication to the Project

itself indicate success for HAPTT in attracting the best to bilingual education. This judgment may be further confirmed by the fact that the graduates had employment offers before graduation.

Aside from the required coursework and attendant study, the trainees involve themselves in activities in the greater university community and in projects which make linkages to the community at large. For example, beginning on Friday, November 11, 1983, and continuing on a weekly basis, HAPTT trainees began offering free courses in Haitian Creole (speaking, reading and writing) to any interested parties on campus.

Although the College Component and the Parent Component of the Project are distinct on paper, they are not mutually exclusive but interrelated, both having educational functions. Trainees participated in almost all of the activities of the Parent Component. They are to be commended for their commitment.

During the third year of the Project a major concern was the institutionalization of this component and as such the remainder of this report shall deal with the variety of activities carried out toward its fulfillment.

Parent Component, Advisory Council, and Related Activities

On Sunday, December 4th (10:30-5:30), the Annual Haitian Parents' Conference was held at Medgar Evers College. The theme for this year was "Haitian Parents, Struggling for the Future of their Children". This conference, which brought together parents, educators, school administrators, the Haitian and American press, and others, was a major undertaking for Project HAPTT. Joining in the sponsoring of the event were the Bureau of Bilingual Education, New York State Education Department; New York City Board of Education, office of Bilingual Education, among others. This is an important event since so many agencies join together and much

important information is disseminated, from a directory of telephone numbers frequently called, a directory of social services available in New York, both general and specific information pertaining to bilingual education programs, to information on GED (General Educational Development) tests for the high school diploma, which, incidentally, are now offered in French in New York State, through the efforts of the Project Director.

Project HAPTT participated in the City College Conference on College/ Community Linkages, December 9, 1983 by conducting a workshop ("Meeting the Needs of Our Newer Immigrant Groups") in which the Project's work in the community was outlined and community members responded by suggesting additional areas of attention. The workshop panel included faculty, students, and community/agency representatives. Professor Carole Joseph, HAPTT Project Director, served as a moderator.

Project HAPTT also disseminated information by means of the network it has established throughout the Haitian community pertaining to conferences or other events of importance to Haitian-Americans. One issue of concern to Haitians is AIDS, and when HACSO, Inc. (Haitian American Cultural and Soeial Organization, Inc.) sponsored a panel of experts on the latest findings on AIDS, on December 10, 1983, Project HAPTT publicized the event.

During National Book Week (11/14-18) the Project brought Diane Wolkstein, noted storyteller, to the City College campus: The Project took care to announce this event widely using such channels as CITY, the newsletter of the City College of New York. She has published a series of Haitian folktales.

During Black History Month at CCNY the Project, in cooperation with the Workshop Center for Open Education, organized a week-long celebration of "the Haitian Experiences in the United States" (2/20-2/28/84). This activity included Art exhibits, book exhibits, film presentations, scholarly presentation on Haitian Culture and Society and Haitian Immigration in the U.S., and so forth.

The Parent Component continued this year the practice of running or participating in small workshops for parents in the local schools (e.g., P.S.9 in Manhattan and P.S. 183 in Brooklyn) on matters of curriculum. This is a direct fulfillment of one of the major goals of the Project, namely, to assist parents to understand and to become involved in the education of their children. A good example of participation was the District 23 meeting with the Haitian community (6/23/84 at P.S. 183, Brooklyn). The major segment of the activity was a panel discussion on "An English/Creole Program for Haitian Students" which included among the panelists HAPTT's Project Director. Participating in activities in this manner rather than planning and conducting workshops allows the Project staff to have a greater impact in the community while using the staff's time and the Project's resources more efficiently. This, incidentally, shows the Project's willingness to follow the recommendations made by the program evaluator to improve the overall functioning of the Project.

Although not originally required under the grant, toward the end of September 1981, less then sixty days after funding, a Project Advisory Committee was formed. The committee is seen as an important link between the Project and the community. The committee is comprised of parents, clergymen, other responsible professionals community and members and also has one student member elected by the students. The Project's quick action on this expressed need to set up such a committee attests to their desire to have HAPTT recognized as an integral part of the community.

The committee meets periodically (at least once per semester) to discuss the progress of the Project, to suggest issues of vital concern to the Haitian-American community which the Project is capable of addressing, and to offer guidance and direction pertaining to programs and activities the Project has instituted toward the alleviation of existing community problems. Throughout the year the committee members are kept abreast of developments through personal contacts, by telephone, or by letter and are always invited to the events planned by the Project and the college at large.

Although every effort is made to schedule meetings at a time amenable to the majority of Council members, (because they are community leaders they may have prior commitments), attendance varies. The meeting of January 12, 1984, for example, had eight present, while that of August 31, 1984 found fourteen in attendance, a little over two-thirds of the Council.

Council members are not passive recipients of progress reports on the doings of the Project but actively engage in making suggestions, and informing the Project staff on specific needs of the Haitian-American community. In short, they function as an advisory council but have had considerable input.

The Council "assigned" a task to the Project which began in January 1983. The Council, reflecting the community, had become increasingly concerned with the problem of juvenile delinquency in the schools and the inability of parents and schools to deal with it effectively. HAPTT was to devise a plan of action directed at this problem. The staff had met, designed a plan, and scheduled meetings to get reactions from various community and educational leaders. The plan as advised specifies that HAPTT will not work alone but will involve other professionals, community centers, educational organizations, and the press. Radio programs

focusing on delinquency will be prepared and broadcast as well. A major campaign was thus launched on behalf of Haitian youth, entitled "Haitian Youth Struggling For a Future".

Other Agencies which have joined with HAPTT in this effort include: NYS Bureau of Bilingual Education, NYC office of Bilingual Education, and Bank Street College of Education, Bilingual Education Program.

During the '83-84 program year a survey of students was carried out by means of a questionnaire. The idea was to collect hard data on a number of issues directly affecting the education of Haitians. One area of special concern was language use. Another was history and cultural awareness. The questionnaire was administered in both public and pr vate (mainly catholic) schools. An English version of the questionnaire was available in addition to the French and Creole versions. Participants were allowed to choose the language they preferred.

The amount of data generated was extensive. The Project Director investigated the possibility of utilizing the computer facilities at the College. Even here, however, the coding of the material takes time. At present the analysis of the results of the survey remain incomplete. Preliminary findings, however, are of some interest: The results indicate a very low knowledge level of Haitian history and culture. This is of immense importance since from the beginning of bilingual education it has been assumed, rightly, that there is a connection between low self-esteem and school failure. It was agreed that the means to combat this was to make bilingual programs bicultural as well. This, of necessity, demands increased attention to the history and culture of the immigrant group. In short, if there is no focus on history and culture, there is no support for self-esteem.

Another important finding of the survey was that the majority of those surveyed were speakers of Creole rather than French. Although, this was anticipated, it is important to have documented it. It is hoped that the coding and analytical tasks may be completed and the results disseminated widely as the issues dealt with in the questionnaire are critical: sexual education, child abuse, truancy, group identification, and drug use.

It should be pointed out here also that the survey was a facet of the "Campaign" undertaken by Project HAPTT at the suggestion of the Advisory Council in order to develop documentation of the problems threatening the future of Haitian youth and to work to develop means to alleviate them. The Project led the efforts while working in concert with other community agencies. Due to the limited available to the project as a funded program the major efforts of the staff were in the gathering of information, running workshops as one means of disseminating information to parents, school personnel, clergymen, and others. HAPTT played a leadership role in the campaign activities throughout the year and also coordinated the efforts of a number of organizations including United Parents Association, the Haitian press, radio stations, New York City Haitian Bilingual Educators' Association, the Project's Advisory Council, Haitian Coalition for Education and HACFA, Inc. Not only Haitian organizations were involved. The Project successfully involved the New York City Board of Education, the New York State Education Department, and other educational and social service agencies

The campaign, officially titled "The Haitian Youth: Struggling for a Future" was a major activity of the parent component of the Project. Planning began in December 1982 and the campaign ran through all of 1983 and into 1984, "closing up" at the Symposium on Haitian Creole at the end of June 1984 (see below).

The campaign was an important activity for the Project since it brought a great number of activities, agencies, and efforts to focus upon the central issues facing Haitian youths. Because of the campaign remnants of the parent component remained at the close of the grant, namely, the vast network of people, agencies, professional organizations,and so forth, remains intact. The vastness and effectiveness of this network is due to the existence of Project HAPTT and the efforts of the Project staff. Although the network remains, it remains without a driving mechanism. The end of the grant brought the parent component to an end. Efforts at institutionalization have been, in the main, unsuccessful.

Because this was the final year of the grant for HAPTT, the advisory council was particularly concerned with the institutionalization of the Project components and with the feasibility of refunding in order to continue, even increase, the impact that the Project has made in the community. In this regard, three Title VII proposals were submitted to OBEMLA , Washington, D.C., for consideration: a renewal of Project HAPTT, a comprehensive parent leadership training project, and a bilingual vocational education project. Only the last of the three was funded which, in effect, means the dismantling of Project HAPTT, except for those components which were institutionalized.

The reason for lack of continuation of major efforts in the parent component is lack of funding by a major institution capable of continuing it, namely the college. For the parent component as a whole at the close of the grant the college took over only the answering of telephone calls and written requests in order to make referrals to other agencies or programs. Thus, this extensive network is left without a head, the leadership and the coordinating abilities of HAPTT, not to mention the much needed advocacy for the Haitian population of New York.

The Project maintains extensive contacts, not only within the New York metropolitan areas, byt with individuals and groups in other states and countries. For example, the Project remains in contact with the League of Haitian Families, Inc., Boston. As one of its activities, the agency runs Creole language classes and cultural workshops for professionals (doctors, lawyers, polices, firefighters, nurses, and others). Just at the level of information and materials exchange this is an important contact. The Project has also received requests for materials from Haiti and a number of cities within the United. (Miami, Philadelphia and Chicago).

The Project also makes information available to the Haitian community which would not normally be available. In its publication Lyezon (in Haitian Creole with some limited items in English), to take only one example, the Project spread information on the "Gifted Children's Newsletter" and sought permission from the publisher to translate some of the Newsletter's items for inclusion in later issues of Lyezon.

This year as well, HAPTT received visits from bilingual educators from the Chicago Public School system and hosted an exchange program with a group of teachers, social workers, and college students form Berlin, Germany (see Appendix for letters from Chicago group). This visit occurred in April of 1984. The visitors, from Chicago and Berlin, were particularly interested in viewing the efforts being made in bilingual community education. Several Haitian community centers were visited. It was hoped that in July '84 a group of bilingual teachers would visit Germany, but for the members of Project HAPTT staff this proved unfeasible.

Contacts within the university (official, departmental, and personal) have, from the beginning of the grant been cultivated and sustained. Cooperation among members of the college community was equally important if the institutionalization

of the college component were to be successful. That this component has been completely institutionalized with no problems is evidence of the good relations. The Project also supports other departments and activities within the college. For example, the Workshop Center for Explorations in Learning and Teaching has a great number of activities and services "to support teachers and other school people, parents and community members in their search to improve learning environments for children." Project HAPTT disseminates information on center programs to the Haitian community and HAPTT's teacher trainees partake of many of the Workshop Center's services as well as participating in activities.

The impact of Project HAPTT on the college community is confirmed by a full page article on HAPTT in Making It (a Bimonthly newsletter for City College students. Vol. 2, #2) which appeared in the November/December 1983 issue. A copy of the article is attached to this report. Beyond the college community as well, the Project has become known and respected. For example, as an expert on the educational needs of Haitian children the Project Director is often called upon for information and/or advice. In May of 1984 the Project Director was called upon to prepare a statement to be used in testimony presented in Washington, D.C. by the Chief of the New York State Education Dept's Bureau of Bilingual Education.

Given the nature of the Project it is not necessary to point out that its work is one of advocacy for the educational rights of Haitian immigrants specifically and of all children in need of bilingual programs in order to help insure their educational success. In this regard, Project HAPTT joined with the Bilingual Community Education Program at CCNY in organizing the First Annual Bilingual Community Education Conference held at City College, May 5, 1984 from 8:30 AM - 4:00 PM. The Conference focused on the role of teacher training in the community setting, the importance of community organizations in the

educational process, advocacy at the school and community setting, and research for community change. Project HAPTT prepared notices in Creole, informed the newspapers who printed notices in French, and organized workshops within the conference. In addition the Project Director served as one of the two keynote speakers. The conference was well attended (over two hundred people were present).

With the changes within the Board of Education, most notably at the level of Chancellor, it became imperative to mobilize the community in order that the educational needs of Haitian children not "get lost in the shuffle." The new administrators had to be kept appraised of the pressing needs of these students. To effect this Project HAPTT continued its network-building efforts and joined with two community organizations, Haitian--American Coalition for Education (HACE) and the Haitian American Coalition for Action (HACFA). The concerns presented to the appropriate officials at the Board of Education, including the Chancellor, included the following: the identification of LEP students (more are eligible than reported); related to this, problems with testing students and subsequent placement, transition to mainstream classes, discipline problems, problems concerning the assignment of teachers, the administration of programs, the quality of educational materials, and the licensing of bilingual personnel. The concerted effort to press for resolution of these issues with the Board of Education continued and became intertwined with other activities. Petitions which listed the concerns were printed and circulated by the project within the Haitian-American community. They were then collected and turned over to the HACE for action. Directly related to the concerns listed were a series of resolutions passed at the close of the Symposium on Haitian Creole (see below), and, of course, these concerns are also tied to the Campaign on Haitian youth. These resolutions were to be presented to the Chancellor of the New York City Board of Education, the State Commissioner of Education, and the Director of OBEMLA by the Coalition.

There has been continued discussion as to the possibility of organizing an event at which to both publicize the concerns beyond the Haitian community and to present the resolutions to appropriate officials. If this occurs, however, HAPTT will have a minor role, if any, due to the fact that the project is now defunct due to non-renewal of the grant. A proposal for a parent leadership training project, which is one of its functions could have continued this advocacy, was not funded. In short, due to the dismantling of the Parent Component of Project there can be no direction from HAPTT.

Project HAPTT, over the course of the grant, has co-sponsored a number of events with the Bank Street College of Education, (Bilingual Teacher Training Programs). During this contract year the Special Training Workshops were again offered to trainees and, importantly, to any interested member of the university community and to the community at large. The variety of workshops offered on pertinent issues makes these two weeks in June important to the trainees. The response to the workshops varies but those who attend are enthusiastic and benefit from the resource materials developed for and distributed at these events. (For an idea of the topics covered see the schedule in the appendix).

Probably the most important single major activity undertaken by Project HAPTT during the 83-84 year (again in conjunction with Bank Street College) was the First Symposium on Haitian Creole Education. The Symposium took place on Saturday, June 30th at Bank Street College. Coming at the end of the academic year it was a culminating point in the grant. A major issue (and weakness) in bilingual programs for Haitian students has been the lack of a clear language policy, with advocates for French/English and for Creole/English in perennial debate. Although Project HAPTT's position on this issue is clear the Symposium was organized to provide an open atmosphere where professionals, concerned community members, and others, could come together, discuss the issue, and

hopefully decide on positive actions which would lead to resolution. The Symposium was, through the efforts of HAPTT, well publicized and as a result well attended. Notices were prepared for the newspapers, information sent to radio stations, flyers prepared, and so forth. The Symposium addressed three broad, but interrelated topics: why people should be taught in their native language, the development of materials in Haitian Creole, and the responsibilities of parents and teachers vis-a-vis the socio-linguistic problems of Haitian youths. That these issues are critical was evident by the attendance and the level of discussion. The intention is to publish the proceedings of the symposium. Although the Director will participate, the efforts at publication will be coordinated by Bank Street. A copy of the Program of the Symposium is attached and gives an accurate idea of the amount of effort needed to organize and conduct the Symposium.

The movement to institutionalize the parent component of the Project centered, during July and August '84, on the preparation of information/orientation packets which were given to every community center known to HAPTT. It is hoped that the community centers will be able to disseminate this information within the community thereby continuing the services no longer provided by HAPTT. The HAPTT staff, in addition to preparing the packets, spent 1-2 hours in each center, which requested a HAPTT representative, going over the materials in the packet. Although the Project has hoped to provide more extensive training of community members in leadership skills and advocacy work, neither the time nor the funds necessary were available. The information packets distributed to the centers contained the following: a list of ESL courses available in New York City, a list of vocational schools, a list of evening programs for adults, a list of free high school equivalency programs and testing sites for the H.S. equivalency examination in French, information for people wanting to obtain visas, information on how to apply to the colleges of the City University of New York, sample college

applications, information on different types of available financial aid, a translation of several Parent brochures done for the United Parent Association, and a set of the available Lyezon (for reference information).

This last, the issues of Lyezon, the "brochure" published by HAPTT, is one of the many contributions which will last beyond the life of the Project. Over the three years of the grant five issues were published absorbing a lot of time of the Project, but providing information and resources over such a wide area that it would be futile to attempt to list the topics here. The importance of this information to the community was recognized by the New York State Education Department which reprinted the earlier issues for the Project. Lyezon must be seen as a major vehicle of dissemination when it is remembered that the mailing list exceeds 500 names from as far away as HAITI. A copy of the latest (and last) issue of Lyezon is attached. The halt in this publication is a big loss to the Haitian community.

Another contribution of HAPTT which will last beyond the life of the Project was the preparation of audiotapes for radio stations, colleges, community agencies, and a videotape on Bilingual Education. This was the area of most frustration to the Project staff over the course of the grant.

Even into the third year, the Project was still wrestling with this issue. For example, the minutes of the Advisory Council meeting for January 12, 1984 reported that: "Educational Programs via radio and TV were explored. It was suggested that we try to budget for radio time ($75 weekly per hour for Medgar Evers' Station) in next year's budget. The possibility of using City College's radio station and the Haitian Fathers (TV) and Haitian Council's programs will be investigated." Problems in this area were due, in the opinion of the evaluator to the fact that this was the one area covered by the grant that was

outside the expertise of the staff. That is, for both the technical aspect of preparation and for the airing of the tapes the staff was forced to depend totally on others. After a number of starts and stops, however, the Project ends with a total of ten radio scripts prepared, and six audiotapes completed. Copies were made at the CCNY-TV Studio Facilities and were distributed to the radio stations reaching the Haitian community. In addition, the preparation of a videotape on bilingual education in Haitian Creole will be made at Bank Street during '84-85 with the participation and assistance of HAPTT's project director.

Recommendations:

As the grant has concluded its funded period these recommendations are directed to the funding agency. They derive from the efforts of Project HAPTT over the past three years.

1. There is a pressing need for the development of bilingual materials (Creole/English) for use in the schools especially given the make up of the new arrivals from Haiti. It is imperative that materials and resources be developed to meet their needs so as not to undercut the chance for equal educational opportunity. It is recommended that consideration be given to the establishment of a national center whose specific purpose will be the development and dissemination of educational materials in Creole. (See Symposium Resolutions in Appendix).

2. In the area of parent training, notwithstanding the efforts of HAPTT and other community agencies, it is clear that Haitian parents are still in need of training for and adaptation to the educational system of the United States. It is recommended that the agency actively solicit proposals for an educational program modeled on the Parent Component of HAPTT.

CONCLUSION:

During the twelve months under year three of the grant, September '83 - August '84, Project HAPTT continued to perform under the stipulations of the grant and responded positively to the recommendations of the evaluation report made for the second year. No major problems disrupted the activity under the grant during the course of the year. In the considered judgement of the evaluator the Project remained in compliance with the specifications of the grant proposal fully implementing the program as described in the original proposal.

APPENDIX

Premye Senpozyòm sou Kreyòl: Lang Peyi D'Ayiti	First Symposium on Haitian Creole: Haiti's Language

Bank Street College of Education

Samdi, 30 jen 1984		Saturday, June 30, 1984
9:00-9:30	Enskripsyon	Registration
9:30-10:00	Yon ti apèsi sou pwoblèm ti Ayisyen o Zetazini *Edi Bayadèl*	Brief Overview on the Needs of Haitian Children and Youth in the United States *Eddy Bayardelle, Associate Dean for Development, Bank Street College*
10:00-1:30	Seyans Diskisyon	Discussion Groups
Kafeterya Cafeteria		

Panèl A:

Pou ki sa pou moun aprann nan yon lang yo pale?	Why should people be taught in their native language?
Iv Dejean	*Dr. Yves Dejean, Professor Bank Street College of Education*
Wilyam Smat	*William Smarth, SEL Magazine published by Haitian Fathers, Editorial Board*
Ig Sen Fò	*Dr. Hugues St. Fort, Adjunct Prof. Linguistics Dept., Queens College*
Fedèb Bwaye	*Faidherbe Boyer, HAPTT Trainee*
Jozèf Byeneme	*Joseph Bien-Aime, Bilingual High School Teacher of Science George Wingate H.S.*

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Monitè

Emil Pyè

Sekretè

Mari-Loud Eljiris Sen L'o

Jaklin Fòbs

Panèl B: Devlopman materyèl nan lang kreyòl

Maks Maniga

Janin Anas

Edit Inosan

Jan Mapou

Iv Remon

Monitè

Leo Jozèf

Sekretè

Magarèt Teodò

Frans Kadè

Moderator

Emile Pierre
Announcer, Moment Creole Program, WLIB, 1190AM

Recorders

Marie-Lourdes Elgirus Saint Lot
HAPTT Guidance Specialist

Jacqueline Fobes
HAPTT Trainee

Devlopment of Materials in Haitian Creole

Max Manigat, Professor, Black Studies Dept., City College of N.Y.

Jeanine Anas, Haitian High School Specialist
NYC, Office of Bilingual Education

Edithe Innocent, Bilingual
Teacher, P.S. 189K

Jean Mapou, Poet and Writer, "Societé Coucouille"

Yves Raymond, Bilingual High School Teacher of Math and Science, Eramus Hall, H.S.

Moderator

Leo Joseph
Publisher, Haitian Weekly: Haiti Observateur

Recorders

Margarette Theodore, HAPTT Trainee

Frantz Cadet, HAPTT Trainee

Panèl C: Responsabilite paran ak pwofese Ayisyen ak pwoblem sosyo-lengwistik ti Ayisyen

The Responsibilities of Parents and Teachers, vis-a-vis the Sociolinguistic problems Facing Haitian Youth

Nikol Bawon Rozefò

Miryam Dorisme

Chantal Dejan

Jan Previyon

Jozèf Etyèn

Nicole Baron Rosefort, Trilingual Coordinator, Dist. 3M

Youth and family Counseling Project Director, BHRAGS, Centre Communautaire Haitien

Chantal Dejean
Educational Consultant

Jean Previllon, Program Specialist, NYC, Office of Bilingual Education

Joseph Etienne, Parent, Exec. Dir. Haitian Centers Council, Inc.

Monitè

Moderator

Lyonèl Legwo

Lyonel Legros
Teacher and Announcer
"L'Heure Haitienne" Program WKCR, 89.9FM

Sekretè

Recorders

Klodi Lemwan

Michel Claude Lemoine, HAPTT, Outreach Specialist

Eliyan Briyè

Eliane Brierre, HAPTT Trainee

1:30-2:00

Seyans jeneral:
Konklizyon
Kawòl Bewòt Jozèf

General Session
Closing Remarks
Carole Berotte Joseph, Director
Project HAPTT, City College of N.Y.

Ap gen goute pandan tout jounen an.

Refreshments will be available throughout the day.

Remèsiman

Acknowledgements

Komite Planifikasyon Senpozyòm lan-Sympozium Planning Committee

Eddy Bayardelle

Faidherbe Boyer

Carole Berotte Joseph

Marie Maude Lartigue

Max Manigat

William Smarth

Marie Lourdes Elgirus St. Lot

Michel Claude Lemoine - Yves Dejean

Komite Desizyon - Resolutions Committee

Eddy Bayardelle

Yves Dejean

Carole Berotte Joseph

Max Manigat

Etidyan Pwojè HAPTT - Project HAPTT Trainees

Faidherbe Boyer

Eliane Brierre

Frantz Cadet

Claudine Corbanese

Etidyan Pwojè HAPTT - Project HAPTT Trainees

Jacqueline Fobes

Dale Joseph

Marie Maude Lartigue

Margarette Theodore

Ekspozisyon materyèl - Materials Exhibits

Jan Mapou - Societé Coucouille

Joseph Etienne - Haitian Centers Council, Inc.

Project HAPTT Staff & Trainees - Lyezon

Konseye Pwojè HAPTT — Project HAPTT's Advisory Council

Yon gwo mesi pou manm Konseye Pwojè HAPTT la pou tout sipò ak ankourajman yo ba nou.

Special thanks to the Project HAPTT Advisory Council for their support of this activity.

Eddy Bayardelle

Rev. Joseph Darbouze

Jean Dupuy

Joseph Etienne

Max Manigat

Jean Mapou

Carlo Mitton

Ricardo Otheguy

Josette Baron Paris

Guerda Pean

Thelma Reape

Marie P. Rene

Nicole Baron Rosefort

Rev. Guy Sansaricq

Rev. William Smarth

Margarette Theodore

Yolande Thomas

Wanda Wiener

Reklam - Publicity

Michel Claude Lemoine - Artwork for fliers and posters

Moment Creole - WLIB, 1190AM

Perspectives Haitiennes - WNYE, 91.5FM

Haiti Observateur

Radio Communautaire - WNYE, 91.5FM

L'Heure Haitienne, WKCR, 89.9FM

Goute - Refreshments

City College-School of Education

Bank Street College of Education

Koòdinatè Senpozyom lan - Coordinators

Eddy Bayardelle

Carole Berotte Joseph

Nou fè lede pibliye rezilta senpozyòm lan.

We hope to publish the proceedings of this Symposium.

Premye Senpozyòm Sou Kreyòl:

Lang Peyi D'Ayiti

Samedi, 30 jen 1984

Desizyon

1. Ti Ayisyen ki fèt ann Ayiti e ki leve la, konn pale Kreyòl fen.

2. Pi fò ti Ayisyen ki fèt ann Ayiti e ki leve la, gen anpil pwoblèm ak franse: ni nan konprann, ni nan pale, ni nan li, ni nan ekri.

3. Ti Ayisyen (5 an jis 18 an) ki fèk soti ann Ayiti pa konprann angle e yo pa pale angle lè yo antre lekòl o Zetazini.

4. Ti Ayisyen (5 an jis 18 an) ki fèk sòti ann Ayiti konn pale kreyòl lè yo antre lekòl o Zetazini.

5. Pou ti Ayisyen (5 an jis 18 an) ki fèk sòti ann Ayiti e ki antre lekòl o Zetazini, pale kreyòl epi konprann esplikasyon an kreyòl se kichòy ki fasil anpil.

6. Pi fò ti Ayisyen (5 an jis 18 an) ki fèk sòti ann Ayiti e ki antre lekòl o Zetazini pa pale franse lib.

7. Pou pi fò ti Ayisyen (5 an jis 18 an) ki fèk sòti ann Ayiti e ki antre lekòl o Zetazini, pale franse epi konprann esplikasyon an franse se kichòy ki difisil.

First Symposium on Haitian Creole:

Haiti's Language

Saturday, June 30, 1984

Resolutions

Haitian children who are born and raised in Haiti are fluent speakers of Creole.

Most Haitian children who are born and raised in Haiti, have great difficulty understanding, speaking, reading and writing French.

Haitian youngsters (between the ages of 5 and 18) who have recently come from Haiti and enter school in the United States, do not understand nor speak English.

Haitian youngsters (between the ages of 5 and 18) who have recently come from Haiti and enter school in the United States, are fluent speakers of Creole.

Haitian youngsters (between the ages of 5 and 18) who have recently come from Haiti and enter school in the United States, have no difficulty speaking Creole or understanding instruction in Creole.

Upon arriving to schools in the U.S., most Haitian youngsters (between the ages of 5 and 18) who have recently come from Haiti and enter school in the United States, do not speak French fluently.

For most Haitian youngsters, who have recently come from Haiti and enter school in the United States, speaking French and understanding instruction in French is difficult.

Rezolisyon

8. Enterè tout timoun ki dwe patisipe nan klas lekòl mande pou yo konprann e pou yo pale lib.

9. Edikasyon bileng toutbon mande pou yo sèvi ni ak lang peyi kote timoun yo ye a, ni ak lang timoun yo deja konnen an.

10. Edikasyon bileng toutbon pou ti Ayisyen ki o Zetazini, mande pou yo sevi ni ak angle ni ak kreyòl.

Se pwogram bileng "City College" la, Pwojè HAPTT ak "Bank Street" ki òganize aktivite sa a.

Resolutions

Children cannot fully participate in class if they don't understand and speak the language of instruction.

True bilingual education requires the use of both the language of the country where children are living and a language that they already know.

True bilingual education for Haitians residing in the U.S. requires the use of both English and Creole.

This activity was sponsored by Project HAPTT at City College of N.Y. and the Bank Street College of Education Bilingual Training Programs.

OUTREACH

Haitian Bilingual Program at The College Is Advocate for Parent, Teacher Training

"Open the doors to all . . . let the children of the rich and poor take their seats together and know of no distinction save their industry, good conduct and intellect."

These were the words of Gov. John H. Young in 1847 when The City College was founded as The Free Academy. It has borne its present name since 1866. The same words, today as well, stand at the top of the section called ROOTS in *City Is . . .*, the Office of Admissions' official booklet for new students, visitors and others.

There are some 13,500 students enrolled at The College, including a broad spectrum of New Yorkers, and many from other states and foreign countries. A statistical overview of CCNY's recent demographics can be found in the accompanying box.

Among the latest arrivals taking their seats together and adding to what *City Is . . .* calls ". . . this socially, ethnically, culturally diverse and dynamic student body," are some 35 Haitian-Americans. They are enrolled under the auspices of a program called Haitian Parent-Teacher Training (HAPTT).

HAPTT has been operational on campus since September 1981, under Title VII of the Elementary and Secondary Education Act (ESEA). Grants totalling just under $400,000 underwrite expenses of staff offices, a library of bilingual (English-Creole) books, pamphlets and other resource materials plus tuition and fees for trainees.

The program is housed in Room 6/212 of The NAC. The telephone number is (212) 690-6756.

HAPTT is administered by The College's School of Education. HAPTT Director Carole Berotte Joseph, a doctoral candidate in socio-linguistics, says the program addresses the needs of the growing Haitian-American community in two basic ways:

- Teacher training component—Helping those interested in careers in education to acquire special training toward bachelor's degrees with English-Creole concentration; and
- Parent training component—Helping parents and others in the Haitian-American community to plan their children's education more effectively; or to further their own education in colleges, technical schools, literacy programs and elsewhere.

There are some 1,600 Haitian students who need bilinqual education programing in the City's public schools, according to the best estimates. A large proportion are in Brooklyn's Crown Heights, Queens' Cambria Heights, and Upper Manhattan.

During the 1983-1984 school year at CCNY, HAPTT participants include 10 full-time undergraduate students, 15 part-time students, five graduate students studying for MS's in Education in the Adult and Community Bilingual Program directed by Mr. Guillermo Linares, and seven students enrolled under the auspices of SEEK, or paying their own way. Most HAPTT students are on the Dean's List, Director Joseph notes.

HAPTT is the only four-year educational program in the City offering a bilingual degree in English-Creole, Ms. Joseph says. She was involved in designing the program and writing the proposal for funding. She currently directs a staff of three professionals.

CCNY Cultural Diversity Analysis

The ethnic and cultural diversity of the student population at The College is amply documented by the following data:

- 50% born in the U.S., with the remainder from 85 countries of origin
- Of the 85 countries of origin—
  - 38% Black
  - 25% Hispanic
  - 22% Caribbean
  - 12% Asian, including one-third from India
  - 25% White, mostly first generation
- 60% U.S. citizens; another 35% have permanent resident status; 5% on temporary visas
- Average age: 28 years old

Source: Professor Ann H. Rees, quoted in a 1982 report of the Faculty Senate on Ethnic and Cultural Diversity of The College

The immigration of Haitians to the City is a relatively new phenomenon, Ms. Joseph explains—only since the early to mid-1960s—and public school systems have been slow in responding to the needs of this new group of students and parents. HAPTT is The College's response, Ms. Joseph declares, and, as she and her staff see it, the effect has been a positive one.

Ms. Carole Berotte Joseph

One recent arrival screened through the HAPTT program, Ms. Joseph recalls, was found to have earned a law degree valid in Haiti, and a teacher's certificate to back it up. His job, after a short time in the City: taxicab driver.

His credentials were evaluated, through HAPTT efforts, and today he is in graduate school seeking to strengthen his credentials for competition in the contemporary marketplace.

Edwidge Crevecoure, a transfer student from Nassau County's Adelphi University, for example, registered with the HAPTT program in 1981, completed it and today she teaches at a Queens elementary school where 80 percent of the student population is Haitian.

Director Joseph says there are three additional students in their second semester of student teaching, who seem headed toward careers teaching in schools with needs for those with English-Creole bilingual capabilities.

Ms. Joseph urges anyone –student, parent, teacher, administrator, educator—interested in more information on the Haitian Parent-Teacher Training program to visit or telephone the office and library in The NAC.

Staff members are:

Ms. Marie-Lourdes Elgirus Saint-Lot
Guidance Specialist
Mr. Michel Claude Lemoine
Outreach Specialist
Ms. Marie Maude Lartigue
Secretary.

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AND

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SUMMER 1991 SPECIAL OFFERING DESCRIPTION

DAY/DATE	TIME	PLACE	WORKSHOP LEADER	TOPIC
Tues. June 11th	10:00-12:00 AM	Bank Street Rm. 713	Eddy Bayard'elle Associate Dean	The Bilingual Exceptional Child: Issues & Trends
	2:00-4.00 PM	City College R4/157	Guillermo Linares Director Graduate Bil. Com. Ed. Program	An Introduction to Dominican Culture
Wed. June 12th & Thurs. June 13th	9:00-12:00 AM	Bank Street Rm. 125CD	Dr. Yves Dejean Professor - Linguist	Literacy Materials in Haitian Creole An Overview of Aprann Li
	AND 2:00-4:00 PM	Private Dining Room		
Thurs. June 14th	9:00-12:00 AM	Bil. Res. Center (CBEC) 131 Livingston St. - 2nd Flr.	Gloria Burgos Librarian AND Jeanine Auas Haitian Curriculum Specialist, HS	Overview of Resources Available at Bil. Res. Center
Fri. June 15th	10:00-12:00 AM	City College R4/157	Carole D. Joseph Dir. Project HAITT	Education that is Multicultural and the Curriculum
Mon. June 18th	2:00-4:00 PM	City College R4/157	Richard Blot Cultural Anthropologist/Sociolinguist	Teachers and Interpreters as Ethnographers

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(over)

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Tues. June 19th	2:00-4:00 PM	City College R4/157	Marie-Lourdes E. St. Lot HAPTT Guidance Specialist	Oral Traditions and the Importance of Culture in the Classroom
Wed. June 20th	10:00-12:00 AM	City College R 4/157	State of N. Y. Bueau of Bil. Ed. Staff Member	Writing Title VII Proposals
Wed. June 20th	2:00- 4:00 PM	City College R 4/157	Michel Claude Lemoine HAPTT Outreach Specialist	Sa Pwofese Ayisyen fet pou konnen sou pwoblèm timoun ak paran Ayisyen nan Nouyòk ak ki jan pou ede yo.

SPECIAL SYMPOSIUM ON TEACHING IN HAITIAN CREOLE

Coming: Saturday, June 30th

Reserve this date so you can attend and participate in this important discussion!